**6th Grade: Common Core/Library Media Alignment**

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| **Unit #** | **Length of Unit** | **Title of Unit** | **Unit Summary** |
| 3 | 6 weeks | **How can a person’s life story have an impact on those around him or her?** | * distinguish among the four types of life stories: memoir, personal narrative, autobiography, and biography * write a personal paragraph modeled on one of the samples on pages 803 or 805. * describe the role of imagery, figurative language, and tone in biographies and autobiographies. |
| **Focus Standards:**  I.1.6.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, *Verso page*, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)  I.1.6.5 Use *text features* to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)  I.1.6.6 Locate a particular *genre* (e.g., historical fiction, autobiography, realistic fiction)  I.1.6.8 Use *online public access catalog (OPAC)* *search techniques* to locate appropriate resources, with guidance   * keyword * subject * author * title   A.3.6.1 Practice *organizational strategies* to record and synthesize information  A.3.6.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, plagiarism) when compiling information in any format  A.4.6.1 Use resources and/or technology tools for a predetermined task  A.4.6.2 Develop revision strategies to evaluate individual work  A.5.6.1 Work with others to gather and share resources, information, and ideas  A.5.6.2 Collaborate responsibly to solve problems  C.7.6.1 Read a variety of materials from different *genres*, classics, literary award winners, and multicultural works  C.7.6.4 Read for pleasure  C.8.6.1 Activate prior knowledge to make connections to text, self, and the world  C.8.6.2 Comprehend the impact of knowledge gained on self, community, and world  C.9.6.1 Use self-assessment tools  C.9.6.2 Identify strengths and weaknesses in the learning process and set goals for improvement | | | |
| Materials/Books:  *Samples of biographies and autobiographies books, student participation, OPAC, Traveler databases* | | | |
| Lessons/Activities:  Instructor directed research project | | | |
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**On-going standards: listed above**